

STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: ___Puente Program_____

Prepared by: _____David Payan_____

Academic Year: _____2015-16_____

I. Student Services Area Overview

*The **Area Overview** should reflect the consensus of the staff within the student services area. It is meant to provide a broad understanding of the area, current trends related to the area's mission, and how the area serves to meet the overall mission or goals Norco College. The following reflects the general guidelines followed by the service areas in completing their area overview. (I.1.-I.6. contains brief, succinct narrative for each area; should be about 2 pages in length)*

1. Mission Statement

Note: Area mission statements must be directly aligned with those of the Norco College and the Student Services Division. This statement should be brief, easy to remember and include the name of the department, its primary functions, modes of delivery, and target audience. Please include the date last updated.

Suggestion: This statement should be about 25 words.

The mission of Puente is to increase the number of educationally underserved students who enroll in four-year universities, earn degrees, and return to the community as leaders and mentors to succeeding generations.

2. Philosophy Statement

Note: Identify or outline how your area serves the mission of the institution. Suggestion: Please limit to a single, brief paragraph.

Puente offers intensive academic writing instruction, intrusive counseling and career exploration through professional mentoring. These components work together to prepare Puente students to transfer to a UC, CSU or private university. Cultural identity is a major component of Puente thus students are writing about topics that are relevant to the experience of Chicanos/Latinos. Students are introduced to multicultural authors who address topics such as immigration, language, family, heritage and acculturation. Having a strong cultural identity affirms the student's self-confidence and status at the college which promotes the goal of transfer. By promoting transfer, Puente serves the district by increasing persistence, success, and retention of students.

3. Summary

Note: Describe the main functions of your area using clear, concise bulleted statements

-
- Provide Guidance instruction in personal development, study skills and transfer planning (Guidance 46 & 48)
- Provide ongoing, intrusive academic and personal counseling
- Counsel former, current and prospective Puente students; develop Student Educational Plans
- Assign each student a faculty, staff or community mentor from the professional community
- Coordinate cultural events and university field trips
- Provide English Instruction for two semesters (English 50 & 1A)
- Co-advisor for Puente Organization which serves former and current Puente students

4. Strengths

Note: Briefly describe about five of your area's greatest strengths. As applicable, strengths substantiated through data are required..

1. Significant number of students completed at least 12 units for fall and spring semesters
2. Significant number of students maintained satisfactory academic progress
3. 100% completion rate of students with SEP
4. Conducted numerous academic and cultural activities: pizza socials, Noche de Familia, mentor dinners, attended Puente Motivational Conference at UC San Diego, key participant for Harvest Fest, attended Transfer Day at UC Riverside, 5 students attended Latina Action Day in Sacramento, toured Cal State Los Angeles, the Mexican American Museum and Olvera Street, coordinated Cesar Chavez Day, conducted high school outreach effort with Norte Vista High School, partnered with library for Read to Succeed event with author Reyna Grande and presented immigrant student experience panel discussion, conducted graduation dinner banquet at Cal Baptist University
5. Significant number of students successfully completed English 1A
6. Significant number of students persisted into third semester of college

5. Students Served

Note: Briefly report the number of students served and/or provide a general description of the student population(s) you serve. When reporting numbers, please specify the timeframe you are reporting.

Puente is open to all students. Because the English courses incorporate the Chicano/Latino experience, most of the students who elect to enroll are Chicano/Latino. Interested students must be eligible for English 50.

Puente is a one-year program that begins each fall semester. For the fall, 35 students enrolled in Puente. The counselor serves three student populations: current, former and prospective students. The Puente counselor however, continues to serve graduates of the program who are continuing with their studies and/or have been applying to various universities. The counselor also conducts ongoing recruitment for prospective students for each new class. The overall caseload for Puente is about 75 students.

II. Assessing Outcomes

1.A. Report on 2014-2015 Assessment Plan and Objectives for Student Services Area: Puente Program

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- A significant number of students will complete a full load of units in the fall
- A significant number of students will maintain satisfactory progress at the end of the fall
- A significant number of Puente graduates from spring 14 will persist in the fall
- Puente graduates from spring 14 will complete English 1A at a higher rate
- A significant number of students will have a satisfactory relationship with their assigned mentors

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of Objective to Norco College Mission	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Completion (or anticipated completion)/ Findings	Improvement Recommendations (next step)	Assessment Status A) Continued/ modified B) Moved to Strengths C) Discontinued (please state why)
1.	Puente students will enroll and complete at least 12 units in the fall of 2014	(SLO) Puente students who enroll in the fall 2014 will attempt and complete at least 12 units.	EMP # 1,2,4,5	70% of Puente students who enroll in the fall will complete at least 12 units.	Information from Colleague UI	38% (11/29) of students enrolled in fall 14 completed at least 12 units	Although Puente is open to all interested eligible English 50 students, more intensive orientation must be given to the importance of enrolling full-time	A) Continued
2.	Students enrolled in Puente will maintain satisfactory progress in all courses attempted in the fall of 2014	(SLO) Students enrolled in Puente will maintain a 2.0 GPA in all courses attempted in fall 2014	EMP # 1,2,4,5	80% of Puente students will complete all courses during the fall of 2014 with a minimum GPA of 2.0 or higher	Colleague UI	66% (19/29) of Puente students completed fall 14 with a GPA of at least 2.0	Puente has not required a minimum GPA for entry but a recommended GPA will now be considered. Verification of work hours will also be considered due to the fact that students were working too many hours.	A) Continued

3.	Puente graduates from spring 2014 (Phase 3), will persist into fall 2014	(SLO) Program graduates from the class of 2013-14 will persist into the fall 2014 semester	EMP# 1,2,4,5	70% of Puente Program graduates will persist into the fall 2014 semester	Colleague UI	97% of spr 14 graduates persisted into the fall of 2014	Goal met. The high persistence rate can be attributed to the fact they have completed a key transfer and graduation course in Eng 1A.	A) Continued
4.	Puente students in English 1A from spring 14 will successfully complete course at higher rate than general population	(SLO) Puente students will complete English 1a with a C or better at a higher rate	EMP # 1,2,4,5	Need to determine college completion rate for English 1A	Colleague UI	96.6% of Puente students successfully completed Eng 1A compared to All Others at 75.2%. This is a 21.4% higher rate than the general student population	Goal met. This SLO will continue to be monitored to insure program success. We also need to consider the transfer rate of this group	A) Continued
5.	Puente students will each be assigned a mentor and will receive more support with life goals	(SLO) Puente students will meet at least four times with mentors and will conduct four interviews		80% of students will have a satisfactory relationship with their mentor	Survey	96% (24/25) of students surveyed indicated that they were satisfied with their mentors	Goal met. Andres and I will be meeting to review our four essay topics. Required essays insure that students and mentors meet and that students have topics ready to discuss.	A) Continued

II.1.B. Program Modifications for 2014-2015 Data Assessment (“Closing the Loop”)

Note: For 2014-2015 outcomes assessments you are continuing or modifying in your 2015-2016 Assessment plan, please provide a brief description on how your area used outcome data from last year to drive programmatic modifications to improve services to students.

<p style="text-align: center;">Outcome</p>	<p style="text-align: center;">Evidenced and detailed (Describe how you used outcome data for programmatic modifications)</p>
<p>(SLO) Students enrolled in Puente will maintain a 2.0 GPA in all courses attempted in fall 2014</p>	<p><i>Last summer of 2015, prospective Puente students were asked to submit letters from employers verifying work hours. A question on the application asks for a current place of employment as well as number of hours typically worked. Some students submitted letters while others did not. Of those that did not, their application was put on hold.</i></p>
<p>(SLO) Puente students who enroll in the fall 2014 will attempt and complete at least 12 units.</p>	<p><i>A stronger emphasis was placed in the summer orientation on enrolling and maintaining a full load of classes for spring. Emil Bradshaw was also invited into the Guidance class to promote tutoring services. Andres and I stressed the importance of making studying and goal setting a priority instead of getting side tracked with short term gratification.</i></p>
<p>(SLO) Program graduates from the class of 2013-14 will persist into the fall 2014 semester</p>	<p><i>Considered phase 3 students of Puente, program graduates will continue to be monitored with transfer assistance as well as EOPS nominations for Cal State. Graduates will also be encouraged to visit English and Guidance courses and serve as peer mentors and role models.</i></p>

II.2.A. 2015-2016 Assessment Plan for Student Services Area: _____ Puente Program _____

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- Students will complete a full time load in the fall
- Students will maintain satisfactory academic standing at the end of the fall
- Graduates from spring 14 will persist to fall 15
- A significant number of Spring 15 students will successfully complete English 1A at a higher rate than the general population
- A significant number of students will have a satisfactory relationship with their mentor

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	Students will complete a full time load in the fall	(SLO) Puente students who enroll in the fall 2015 will attempt and complete at least 12 units.	1a, 2a, 3: Service to students, community, and workforce by providing educational opportunities. Provides support and encouragement through innovative approach to learning. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.	70% of Puente students who enroll in the fall will complete at least 12 units.	Information from Colleague UI	15 of 34 (44%) students completed 12 or more units for the fall of 2015. Of the 34, 26 started with at least 12 units and 8 started with less than 12 units. 15 of 26 (58%) students who started full time completed a full load.	Continued emphasis will be placed on enrolling full time into Puente and a continued emphasis will be placed on fully maximizing resources and minimizing the need to work excessively at places of employment.
2.	Students will maintain satisfactory progress in all courses attempted in the fall of 2015	(SLO) Students enrolled in Puente will maintain a 2.0 GPA in all courses attempted in fall 2015	1a, 2a, 3: Service to students, community, and workforce by providing educational opportunities. Provides support and encouragement through innovative approach to	80% of Puente students will complete all courses during the fall of 2015 with a minimum GPA of 2.0 or higher	Colleague UI	25 of 34 (74%) students completed the fall of 2015 with a GPA of a 2.0 or higher. 9 students finished the fall with a	Continued efforts on study groups, tutoring, and use of instructor office hours will be emphasized. Peer Guidance tutors were introduced in spring to offer more peer tutoring on time/self-

			learning. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.			GPA of less than a 2.0.	management.
3.	Graduates from spring 2015 will persist into fall 2015	(SLO) Program graduates from the class of 2015-15 will persist into the fall 2015 semester	1a, 2a, 3: Service to students, community, and workforce by providing educational opportunities. Provides support and encouragement through innovative approach to learning. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.	70% of Puente Program graduates will persist into the fall 2015 semester	Colleague UI	23 of 26 (88%) who completed spring 2015 persisted into fall 2015. Of the remaining three, two transferred to Cal Poly Pomona thus meeting the goal of Norco College and Puente.	Continued interaction through counseling, the Puente organization and English 1B must be sustained in order to maintain a high persistence rate.
4.	A significant number of Spring 15 students will successfully complete English 1A at a higher rate than the general population	(SLO) Puente students will complete English 1a with a C or better at a higher rate	1a, 2a, 3: Service to students, community, and workforce by providing educational opportunities. Provides support and encouragement through innovative approach to learning. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.	Need to determine college completion rate for English 1A	Colleague UI	24 of 26 (92%) students passed the Puente English 1A in spring 2015. For the general student population, 65% of students passed and for Hispanic students, 63% were successful.	None.
5.	A significant number of students will have a satisfactory relationship with their mentor	(SLO) Puente students will meet at least four times with mentors and will conduct four interviews	1abc, 2a Service to students, community, and workforce by providing educational opportunities. Provides support and encouragement through innovative approach to learning.	80% of students will have a satisfactory relationship with their mentor	Survey	13 of 14 students surveyed (93%) indicated that they had a satisfactory relationship with their mentor.	Continued writing and social activities will occur next academic year to sustain a vibrant mentor component for Puente students.

***Please see appendix for description.**

****More detailed description on the following page.**

II.2.B. 2015-2016 Assessment Plan Findings/Data Analysis

SLO/SAO #1:

Findings/Data Analysis: 15 of 34 (44%) students completed 12 or more units for the fall of 2015. Of the 34, 26 started with at least 12 units and 8 started with less than 12 units. 15 of 26 (58%) students who started full time completed a full load.

Improvement Recommendations: Continued emphasis will be placed on enrolling full time into Puente and a continued emphasis will be placed on fully maximizing college resources and minimizing the need to work excessively at places of employment. At orientation, a few students were asked to submit work verification letters stating that they would be working no more than 20 hours weekly. This approach worked well for those that submitted but not all were held accountable since there was a need to fill the class. A better effort will be made to hold all students that work accountable to working a reasonable load so that they don't jeopardize their success. As a program coordinator, I respect the reality that some students must work and that a stronger effort will be made to insure that more students apply for financial aid and EOPS.

SLO/SAO #2:

Findings/Data Analysis: 25 of 34 (74%) students completed the fall of 2015 with a GPA of a 2.0 or higher. 9 students finished the fall with a GPA of less than a 2.0.

Improvement Recommendations: Continued efforts on study groups, tutoring, and use of instructor office hours will be emphasized. Peer Guidance tutors were introduced in spring to offer more peer tutoring on time/self-management. Along with the Guidance tutors, both Puente Program assistants who are graduates of Puente will lead study group sessions in the fall and spring to insure students are getting the help they need to be successful. The tutors and assistants will also work more closely with those students who are struggling after the first few weeks of the semester. Communication is key between the English and counseling team to identify these students and refer them to appropriate help and to follow up to insure they are seeking out the assistance they need.

SLO/SAO #3:

Findings/Data Analysis: 23 of 26 (88%) who completed spring 2015 persisted into fall 2015. Of the remaining three, two transferred to Cal Poly Pomona thus meeting the goal of Norco College and Puente. Clearly, Puente students are enjoying a significantly higher success rate than the general student as well as other Hispanic students enrolled in English 1A.

Improvement Recommendations: This high success rate can be attributed to the sense of ‘familia’ that permeates throughout the three components of Puente. Continued interaction through counseling, the Puente organization and English 1B must be sustained in order to maintain a high persistence rate. Puente needs to continue all of its mentoring, counseling, academic and social activities to thoroughly engage the student.

SLO #4:

Findings/Data Analysis: 24 of 26 (92%) students passed the Puente English 1A in spring 2015. For the general student population, 65% of students passed and for Hispanic students, 63% were successful.

Improvement Recommendations: Same as above.

SLO/SAO #5

Findings/Data Analysis: 13 of 14 students surveyed (93%) indicated that they had a satisfactory relationship with their mentor.

Improvement Recommendations: Continued writing and social activities will occur next academic year to sustain a vibrant mentor component for Puente students. The four assigned mentor essays hold students accountable to meeting their mentor at least four times during the academic year. A few students complained that the last mentor essay was redundant. The four themed essays were: cultural identity, personal challenges, university experiences and motivation. Two essays were assigned from the Guidance instructor and two from the English instructor. It appears that the ‘personal challenges’ and ‘motivation’ essays were not sufficiently distinct. A mentor panel is conducted in the fall Guidance class and serves as an excellent introduction to the mentoring component and is done before the fall mentor dinner. A mentor training is conducted for mentors in the fall as well as a student training on what students can expect as well.

III. Needs Assessment

1. Staffing Level *Provide a very brief description of your current staffing level or attach an organizational chart that includes positions only.*

- 1 Counselor with .50 reassigned time
- 1 English Instructor with .20 reassigned time
- 1 Hourly who works 10-15 hours weekly
- 1 federal student worker who works 10-15 hours weekly

2. Staffing Profile *Please indicate the number in terms of FTE. (In other words a full time staff person is a 1.0, and a half time person is a .5)*

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Administration							
Classified Staff FT							
Classified Staff PT							
Confidential Staff FT							
Faculty FTE Full time	.70	.70	.70	.70	.70	.70	.70
Faculty FTE Part time							
Total Full Time Equivalent Permanent Staff							
Short Term Staff	1	1	1	1	1	1	1
Student Workers				1	2	1	1

3. Improvement Areas

Note: Identify specific issues that are affecting the efficiency or effectiveness of your area due to lack of staffing, equipment, or other resources.

- See below
-
-

Unit Name: _____ *Puente Program* _____

4. Staff Needs

NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)

<p align="center">List Staff Positions Needed for Academic Year 2016-2017 Please be as specific and as brief as possible when offering a reason. Place titles on list in order (rank) or importance.</p>	<p align="center">Indicate N = New R=Replacement I = Increase time</p>	<p align="center">Annual TCP* TCP for employee</p>
<p>1. <u>Puente Program/T3P Assistant</u></p> <p><u>Reason:</u> With the numerous academic and social activities along with mentor coordination, the need for a permanent part-time hourly would relieve the counselor of some responsibilities for event coordination. The current assistant is short term and limited on hours. This position would also be of assistance to the faculty in our T3P program.</p>	<p align="center">N, I</p>	<p align="center">\$50,000</p>
<p>2. <u>Reason:</u></p>		
<p>3. <u>Reason:</u></p>		
<p>4. <u>Reason:</u></p>		
<p>5. <u>Reason:</u></p>		
<p>6. <u>Reason:</u></p>		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

Unit Name: _____ Puente Program _____

5. Equipment (*Not* including technology) Needs Not Covered by Current Budget

List Equipment or Equipment Repair Needed for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. iPad Air2 w/64 GB <u>Reason:</u> With a new Puente counselor coming in fall, it would benefit the counselor at meetings, taking video and pictures of students and mentors at various events, organization and responding to email.	\$500	1	\$550
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates.
 If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name: _____ *Puente Program* _____

6. Technology++ Needs Not Covered by Current Budget

NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)

Annual TCO*

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	NA									
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Unit Name: _____ Puente Program _____

7. Facilities Needs Not Covered by Current Building or Remodeling Projects*

List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Total Cost of Request
1. NA <u>Reason:</u>	
2. <u>Reason:</u>	
3. <u>Reason:</u>	
4. <u>Reason:</u>	
5. <u>Reason:</u>	
6. <u>Reason:</u>	

*Please speak with your area manager to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

Unit Name: _____ Puente Program _____

8. Professional or Organizational Development Needs Not Covered by Current Budget*

<p>List Professional Development Needs for Academic Year 2016-2017 Reasons might include in response to assessment findings or the need to update skills. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p>1. NA <u>Reason:</u></p>			
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <u>Reason:</u></p>			
<p>6. <u>Reason:</u></p>			

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

Unit Name: _____ *Puente Program* _____

9. SAFETY NEEDS not covered by current budget

<p>List Safety Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p>1. NA <u>Reason:</u></p>			
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <u>Reason:</u></p>			
<p>6. <u>Reason:</u></p>			

Unit Name: _____ *Puente Program* _____

9. OTHER NEEDS not covered by current budget

<p>List Other Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p>1. Staff location <u>Reason:</u> When possible, I would like to have hourly or FSW staff work in cubicle area across from Counseling counter.</p>			0
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <u>Reason:</u></p>			
<p>6. <u>Reason:</u></p>			

Appendix

(The follow is for use for your assessment plans in sections II.1.A. and II.2.A.)

Norco College Mission Statement

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Link of your outcomes assessment with the following options listed from the components of the Norco College Mission Statement.

1. Service to students, community, and workforce
 - a. By providing educational opportunities
 - b. By celebrating diversity
 - c. By promoting collaboration

2. Provides support and encouragement through
 - a. Innovative approach to learning
 - b. Application of emerging technologies

3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Example:

- ***SLO- Students will learn the services available through WebAdvisor.***
- ***How it is linked to the Mission Statement: 2b – Provides support and encouragement through application of emerging technologies.***